Enabling Learners

WORKING PLAN #2 1989-1999

A plan to implement *Policy Directions*:
A Response to the
Sullivan Royal Commission on Education
by the Government of British Columbia

March 1990

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90-04994/

MISSION STATEMENT

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

INTRODUCTION

The purpose of this document is to establish a plan to implement government decisions related to the Sullivan Royal Commission. The paper, *Policy Directions,*[1] issued on January 27, 1989, outlines these decisions and has been used as the framework for development of the *Working Plan.* Readers should familiarize themselves with this paper, as well as with the documents *Mandate for the School System*[2] and A *Legacy for Learners,*[3] before examining the plan presented here.

This planning paper consists of two parts. The first part identifies key events that are planned for a series of projects over the next ten years and includes an overview of the provincial committee structure. Part two consists of a more detailed breakdown of each project. Relevant sections of *Policy Directions* have been referenced throughout the paper.

Government has adopted the vast majority of recommendations of the Sullivan Royal Commission on Education, recommendations that reflect the wishes of British Columbians. It is clear that the success of the implementation process will rely heavily on the cooperation and commitment of all those who have a direct interest in the school system: classroom teachers, parents, administrators, school trustees, the local community, district personnel, the major provincial education organizations, and the Ministry.

The implementation process will be improved if a number of other factors are considered. Implementation likely will be more effective, for example, if those responsible for implementing the change are involved in the planning process, clearly understand what is being implemented, believe that the change will be of benefit to students, and understand the specific steps being taken to implement the change. There should be sufficient flexibility in the plan, furthermore, to respond to diversity among teachers, students, parents and communities. In addition, appropriate time and resources should be available at each stage of the implementation process, and the work should progress on a timely and structured basis to achieve full implementation by the target dates. Finally, the change should be monitored to ensure that the implementation remains true to the original objectives and policies, and that it is effective.

This document will be updated periodically as tasks and timelines are further refined. Comments should be directed to the Policy, Planning and Legislative Services Branch of the Ministry of Education.

[1] Province of British Columbia (1989). *Policy Directions.* Victoria, BC: Ministry of Education.
[2] Province of British Columbia (1989). *Mandate for the School System.* Victoria, BC: Ministry of Education.
[3] Sullivan, B.M. (1988). *A Legacy for Learners.* Victoria, BC: Queen's Printer for British Columbia.

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OVERVIEW

COMPLETED WORK IN 1989

✓ School Act/EAC:

- EPAC consultation on *School Act*, regulations, orders and implementation plan (Spring 1989)
- *Act*, regulations, orders finalized and in effect (September 1989)
- EAC established *Working Plan #1* finalized (September 1989)

✓ Curriculum and Assessment Framework:

- Draft *Year 2000* paper reviewed by EPAC (Spring 1989)
- *Year 2000* paper distributed for response (Fall 1989)
- EAC review of *Year 2000* paper (Fall 1989)

✓ Primary Program:

- Steering Committee and Project Team appointed (Spring 1989)
- Draft document released (Spring 1989)
- Optional use begins (September 1989)
- Dual entry policy in place (September 1989)
- Draft report cards available (Fall 1989)

✓ Intermediate Program:

- Steering Committee and Project Team appointed (Spring 1989)

✓ Graduation Program:

- Steering Committee and Project Team appointed (Spring 1989)
- Exam weighting changed to 40% (Fall 1989)
- Scholarship exams changed to used fixed scales (Fall 1989)

✓ Accountability:

- 1988/89 *Annual Report* (Spring 1989) revised to reflect contents of B.C. indicators report
- Data systems funding support (Spring 1989)
- Demonstration projects for elementary accreditation (Fall 1989)
- Revised secondary accreditation program in place (Fall 1989)

✓ Teaching Profession:

- Forgiveable loan program, Rural Teacher Education programs
- Expansion of enrolment in faculties of education in place

✓ Native Education:

- Increased funding for special education services to Native students
- Native Education Advisory Committee established
- Language and cultural grants provided

✓ School District Operations:

- Conflict of interest rules in *School Act*

✓ Gender Equity:

- Coordinator of Women's Programs appointed

✓ Support Services:

- Protocols with other Ministries developed

✓ Funding and Taxation:

- Review initiated

✓ Home Education:

- Policies and procedures finalized
- Home schoolers registration procedures completed

✓ Independent Schools:

- New *Act* and regulations implemented
- New registration policies and procedures implemented
- Legislation implemented
- Monitoring and evaluation process developed
- Forms redesigned and in use
- Teacher certification guideline revised

✓ Communications:

- Approximately 50 formal media events with local focus on media
- contact with stakeholder groups
- "It's About Our Future" brochure with 7000 responses
- 6 Regional Seminars, 2500 in attendance
- Video series and summaries of Regional Seminars
- Primary 'Training of Trainers Model'
- Speaker's Bureau begun
- Primary Implementation and Assessment Communication strategy plan in place
- Logo/identity established
- Packaging of Year 2000 materials
- Progress reports to all stakeholders

Key Events

PROJECT	SPRING 1990	SUMMER 1990	FALL 1990
School Act/EAC (p. 18)	EAC review of implementation and policy directions New legislation requested* * The reference to new legislation is in anticipation that the Government will carry through with its intention to revise the finance portions of the *Act* substantially during this Spring's session.		EAC review of implementation and policy directions
Curriculum and Assessment Framework (K-12) (p. 21)	EAC review of Working Plan Year 2000 framework paper revised and reissued		New framework used as basis for all new programs
Primary Program Curriculum and Assessment (p. 22)	First year primary enrolment (Jan. 1990) some schools Revised primary curriculum and assessment materials available Develop provincial information/ professional preparation program Examples of Learner Profile approach available for districts	Regional Summer Institutes	First year primary enrolments Sept. and Jan. all schools District Initiated Seminars New primary curriculum and assessment materials available for optional use
Intermediate Program Curriculum and Assessment (p.24)	EAC review of draft Draft program structure available for response by field Draft report & permanent record cards "Beginnings" Conference Preliminary call for resources Intermediate Years 1-3 Examples of Learner Profile approach available for districts	Regional Summer Institutes	Field discussion of program structure District Initiated Seminars Draft strand documents incorporating current curriculum and new assessment materials developed Implementation begins in lead schools Draft report and permanent record cards available for optional district use
Graduation Program Curriculum and Assessment (p. 26)	EAC review of draft Over-all program structure and procedure for further development announced "Beginnings" Conference Examples of Learner Profile approach available for districts	Regional Summer Institutes	Field discussion of program structure District Initiated Seminars Implementation begins in lead schools Draft report and permanent record cards available for optional district use

Key: 1. "Boxed" events represent system-wide impacts.
2. Events represented in italics have been completed.

SPRING 1991	1991/92	1992/93	1993/94 to 1999
	→	→	→
Year 2000 framework reviewed for consistency with program structures	→	→	→
	Required use of new curriculum begins New report cards in use New permanent records cards in use	Implementation support continues Assessment tools continue to be refined	
Program structure finalized Strand documents incorporating current curriculum and new assessment materials available for study and orientation	Strand documents and assessment materials for Intermediate Program available for optional use in schools	Begin use of the first three years of Intermediate Program Optional use of next 4 years of Intermediate Program	Begin use of full Intermediate Program New report cards required New permanent record cards required
Program structure finalized Draft assessment materials available for study Graduation requirements finalized	Continued introduction of new programs Assessment materials revised and reissued	Continued introduction of new programs	Begin use of full Graduation program New report cards required New permanent records cards required

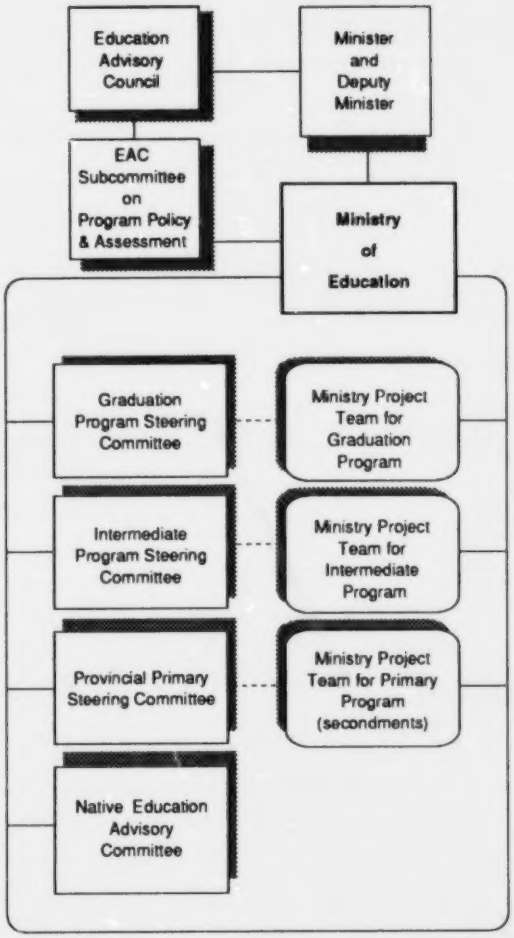
Key Events

PROJECT	SPRING 1990
Accountability (p. 28)	Student data system Student data system (demographic information) developed
Teaching Profession (p. 32)	Establishment of committee to develop criteria for awards Awards given to outstanding educators College of Teachers review initiated EAC reviews status of teaching; longterm plan for in-service education and training
Native Education (p. 34)	Establish review committee of new Native Studies curriculum
School District Operations (p. 36)	Develop Program for implementation training for small school district trustees and district staff Finalize district policies for Parent Advisory Committees
Gender Equity (p. 38)	Advisory Committee appointed Review staffing practices Bursary program developed and bursaries distributed
ESL (p. 40)	Seek increased ESL funding from federal government Establish policy Implementation workshops for ESL resource book
Multiculturalism (p. 40)	Initiate sharing network re programs and materials, in-service for counsellors Publish Multicultural Education and Race Relations Guidelines
Heritage Languages (p. 42)	Develop guidelines at primary and early intermediate level
Support Services (p.44)	Protocols published and budgets adjusted
Funding and Taxation (p. 46)	Changes announced
Home Education (p. 48)	
Independent Schools (p. 50)	
Communications (p.52)	Develop processes for two-way communication between Ministry and other groups Establish network to share and recognize successes Monitor effectiveness of communication processes and activities at all levels of the system Continue to involve and consult with stakeholders in the adjustment of the communication plan Start planning of 1990-91 activities in cooperation with stakeholders

Key: 1. "Boxed" events represent system-wide impacts.
2. Events represented in italics have been completed.

FALL 1990	1991	1992 to 1996
Revised elementary accreditation program in place District Annual Reports produced Optional use of Learner Profile systems begin		
College of Teachers data collection, literature reviews and survey	College of Teachers review of teacher education programs completed	
Policies on Native language and graduation requirements phased in Develop student level data collection Culture awareness training for teachers	Review Master Tuition Agreement Accredit Native language courses Native Studies curriculum implemented	
Identify and produce learning and assessment materials	Pilot of learning materials Assessment materials for ESL students under development	
Circulate information to districts	Multicultural Week activities and materials Guidelines on employment equity	
Network for district level in-service	District pilots funded	Pilots evaluated
District/regional inter-Ministry committees established		
Revised taxation and funding system introduced		
Implementation of 1990-91 communication activities in cooperation with stakeholders		

COMMITTEE STRUCTURE


Education Advisory Council
Minister and Deputy Minister
EAC Subcommittee on Program Policy & Assessment
Ministry of Education
Graduation Program Steering Committee
Ministry Project Team for Graduation Program
Intermediate Program Steering Committee
Ministry Project Team for Intermediate Program
Provincial Primary Steering Committee
Ministry Project Team for Primary Program (secondments)
Native Education Advisory Committee

1. Education Advisory Council

- provide advice regarding implementation of policy directions
- ongoing review of implementation
- review of progress reports from Ministry and members of stakeholder groups

2. EAC Subcommittee on Program Policy and Assessment

- meets on request of EAC, to provide advice to EAC, the Ministry and all stakeholders on policy and professional matters related to educational programs, assessment and accountability
- membership made up of representatives of Ministry, BCSSA, BCTF, BCSDSTA, BCPVPA, College of Teachers, and the Universities

3. Provincial Primary Steering Committee and Ministry Project Team

- steering committee to provide guidance to the Ministry project team that will:
  - ✔ reformat the existing kindergarten/primary program for 1989/90 to reflect the new polices and mandate
  - ✔ identify facilities requirements and outline ways to address administrative concerns
  - ✔ draft a new ungraded primary program for 1990/91
  - ✔ identify appropriate assessment strategies
  - ✔ recommend plans for implementation of program, including role of stakeholder groups
- Steering committee refers policy issues to EAC through the Ministry
- Steering committee to share information and make suggestions to stakeholder groups regarding implementation of new initiatives
- membership on the steering committee: BCTF including the Primary PSA, BCPVPA, BCSSA, BCSTA, BCSDSTA, and the Universities
- Ministry project team to consist of a small group of seconded or contracted primary teachers and elementary administrators plus curriculum, assessment, special education, French Immersion, finance and implementation specialists as required

4. Intermediate Program Steering Committee and Ministry Project Team

- steering committee to provide guidance to the Ministry project team which will:
  - ✔ develop a foundation program document to reflect the new policies and mandate
  - ✔ revise the grade 4-7 program guides and materials for 1991/92 to reflect the new policies and mandate
  - ✔ revise the grade 8-10 program guides and materials for 1992/93 to reflect the new policies and mandate
  - ✔ identify appropriate assessment strategies
  - ✔ identify facilities requirements and outline ways to address administrative concerns
  - ✔ recommend plans for teacher in-service education and training
  - ✔ supervise the drafting of a new Intermediate program

- Steering committee refers policy issues to EAC through the Ministry
- Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
- membership on the steering committee: BCSSA, BCPVPA, BCTF including key subject area PSAs, BCSTA, BCSDSTA, Universities
- Ministry project team to consist of a small group of seconded or contracted intermediate and secondary teachers and elementary/secondary school administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

5. Graduation Program Steering Committee and Ministry Project Team

- Steering committee to provide guidance to the Ministry project team which will:
  - ✔ develop a foundation program document to reflect the new polices and mandate
  - ✔ draft new graduation requirements to reflect the mission and goals
  - ✔ identify appropriate assessment strategies and examination procedures
  - ✔ identify facilities requirements and outline ways to address administrative concerns
  - ✔ recommend plans for teacher in-service education and training
- Steering committee refers policy issues to EAC through the Ministry
- Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
- membership on the steering committee: BCSSA, BCPVPA, BCSDSTA, BCTF including key subject area PSAs, BCSTA, business and labour representatives, post secondary representatives
- Ministry project team consists of a small group of seconded or contracted secondary teachers and administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

6. Native Education Advisory Committee

- Committee to provide advice to the Ministry regarding how the public school system can respond effectively to the learning needs of Native students
- Members appointed by First Nations Secretariat

DETAILS OF WORKING PLAN

SCHOOL ACT/EAC (See p. 9 of POLICY DIRECTIONS)

GOAL	TIMELINE
Develop provincial legislation that is consistent with the new *Mandate* and *Policy Directions*. Establish provincial consultation process to deal with overall policy.	

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • *School Act* • *Independent School Act* • Regulations • Minister's Orders	• Collate and provide materials for EAC reviews • Develop new schools finance legislation • When enacted, ensure all stakeholders are familiar with the changes • Revise Ministry schools finance procedures

	Spring 1990	Fall 1990	1991/92	1992/93
	EAC review of implementation and policy directions	EAC review of implementation and policy directions	→	
	New schools finance legislation developed	New schools finance legislation in effect		

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Become familiar with new legislative directions • Orientation strategy • Implement changes • Information to parents and students • Review school policies, practices and contracts	• Develop timelines for school and district activities • Become familiar with new legislative directions • Share new directions with schools and communities • Coordinate and implement changes • Review school board policies, practices and contracts	• Participate in review process • Participate in implementation proces • BCPVPA - annual seminar for new administrators • BCPVPA - updates and interpretation published

CURRICULUM/ASSESSMENT FRAMEWORK • YEAR 2000

(See pp. 9-11 of POLICY DIRECTIONS)

GOAL

Develop a curriculum and assessment framework that will focus on the individual learner and will reflect the new mandate statement and policy directions. This blueprint will guide the development of all provincial curriculum and student assessment practices.

TIMELINE

Spring 1990

- Year 2000 framework paper revised and reissued

Fall 1990

- New framework used as basis for all new programs

Spring 1991

- Year 2000 framework reviewed for consistency with program documents

TASKS

- Analysis of responses to draft Year 2000 paper completed by February 15, 1990
- Editorial team drafts revised Year 2000 paper by March 15, 1990
- EAC reviews redrafted paper in March/April, 1990
- Redrafted paper published in April, 1990
- Year 2000 framework reviewed for consistency with all program documents as these are finalized - Spring, 1991

PRIMARY PROGRAM (See pp. 12-13 of POLICY DIRECTIONS)

GOAL	TIMELINE Spring 1990	Summer 1990
Provide each child with basic literacy and numeracy skills and promote the personal and social growth of all children.	• First year primary, January enrolment in some schools • Revised primary program and assessment materials available • Develop provincial information/professional preparation program including BCTF facilitator training and district workshops • Spring institute for Primary Program District Coordinators	• Regional Summer Institutes

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS (1989-1991)
ORGANIZATIONAL FACTORS • 4 Year structure policy and implementation • Dual entry • Staffing • Facilities • Budget • Student record system	• Provide funding in Fiscal Framework • Provide general support for classroom student evaluation and funding for computers • Develop recommended equipment list for primary classroom • Begin work on new facility standards in relation to program needs
PROGRAM • Nature of the program • Curriculum components • Resources	• Develop foundation statement for the Primary Program • Prepare revised Primary curriculum • Integrate policy initiatives in Native education, special education, and multiculturalism • Determine transition procedures between end of Primary and beginning of Intermediate Program • Policy review on whether or not there will be one mandated report card • Selection of recommended resources
ASSESSMENT • Assessment practices • Signposts and assessment support • Report cards and permanent record cards	• Develop overall assessment policy and procedures for program • Develop learning descriptors and establish signposts • Develop support to help teachers with student evaluation • Develop report cards and permanent records cards
IMPLEMENTATION • Professional preparation for program • Information to community and pupils • Involvement with universities	• Develop a provincial information program, including video, pamphlets, summer institutes, support districts or regions who are holding meetings for parents, community groups and educators in consultation with stakeholders • Work with universities for training and re-training • Support district professional preparation programs • Consult with Independent Schools • Develop a resource package for teachers to assist in implementation of the program (e.g. organizational and management strategies)

Fall 1990	1991/92	1992/93
• Dual entry implemented in all schools • New primary curriculum, assessment, and resource materials available for optional use • District Initiated Seminars	• Required use of new program begins • New report cards in use • New permanent record cards available for optimal use	• Implementation support continues • Assessment tools continue to be refined

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine dual entry needs and plans • Test application software for learner profiles • Determine structure • Determine staff and facilities needs • Provide information for student record system	• State operational policy • Determine staffing budget • Determine space needs • Develop timelines for school and district activities • Set district policy regarding student records • Review facilities and revise capital plans	• Collaborate in the planning, organization, and delivery of in-service education at local and provincial levels and development of implementation strategies • Through EAC, review implementation program • Following reviews, EAC to advise on how to publicize successful programs • BCPVPA - consultation with principals of lead schools, handbooks and fact sheets • BCTF - training of facilitators, development of workshop materials, and implementation assistance to school districts • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs
• Undertake professional readiness for Primary Program • Develop programs to address individual needs and learner driven interests • Participate in resources selection • Interpret and apply Primary Program • Work with other staff to address school-based needs • Decrease nature of base component of curriculum.	• Set district policy on Primary Program • Assist schools to incorporate new directions • Develop appeal procedures • Establish procedures to select appropriate resources	
• Review assessment procedures and selected materials • Develop plan of action for all staff re: signposts • Implementation of report cards • Inservice to use assessment strategies • Inservice to use signposts • Follow-up activities on report cards and interpretation to parents • Review report card format to determine any need for local modifications	• Develop assessment policy and procedures • Assist to establish signposts and assessment items for all learning outcomes	
• Participate in wide range of activities to help professionals prepare to implement Primary Program • Assist in dissemination of information to parents and pupils • Help trainees and new teachers understand and use Primary Program • Plan follow-up activities for staff training • Community information sessions and parent information sessions	• Planning and resource allocation for professional preparation at district level • Prepare to allocate specific funds from budgets for education and training (system implementation) in support of new initiatives • Assist professionals to attend implementation activities in support of new initiatives • Sponsor local information sessions • Plan and use assessment results and other indicators to review implementation • Provide sponsor teacher support to student teachers	

INTERMEDIATE PROGRAM (See p. 13 of POLICY DIRECTIONS)

GOAL	TIMELINE Spring 1990	Summer 1990
Provide learning experiences which enable students to develop their individual potential, personal awareness, and understanding of the world in order to become responsible, educated citizens. Ensure program design is well articulated with the Primary and Graduation programs.	• Draft program structure available for review by field • Draft report and permanent record cards • EAC review of draft • "Beginnings" conference • Preliminary call for resources Years 1-3	• Regional Summer Institutes

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
ORGANIZATIONAL FACTORS • Intermediate Program policy and implementation • Transition from Primary Program • Staffing • Facilities • Student record system	• Determine provincial policy on Intermediate Program in consultation with EAC • Determine policy/guidelines to facilitate student movement from Program to Program • Review Fiscal Formula with regard to staffing • Funding consistent with policy/guidelines • Provide general support for classroom student evaluation and funding for computers
PROGRAM • Nature of program • Resources	• Develop the Intermediate Program structure • Determine articulation between program stages • Prepare strand documents incorporating current curriculum • Selection of recommended resources
ASSESSMENT • Assessment policy • Report cards and permanent record cards	• Develop overall assessment policy for program • Develop learning descriptors and establish signposts • Develop support to help teachers with student evaluation • Develop report cards and permanent record cards
IMPLEMENTATION • Professional preparation for program • Information to parents and pupils • Involvement with universities	• Develop a provincial information program, including video, pamphlets, summer institutes; support districts or regions who are holding meetings for parents, community groups and educators in consultation with stakeholders • Work with universities for training and re-training • Support district programs • Support efforts of provincially planned in-service activities • Articulate with universities and College of Teachers regarding certification • Directly fund specific in-service activities of provincial organizations • Consult with Independent Schools

Fall 1990	Spring 1991	1991/92	1992/93	1993/94
• Field discussion of program structure • District initiated seminars • Draft curriculum and assessment materials developed • New report cards in the program structure document may be used • Implementation begins in lead schools	• Program structure finalized • Draft curriculum and assessment materials available for study and orientation	• Revised curriculum and assessment materials for Intermediate Program available for optional use in schools • New report and permanent record cards available for optional use	• Begin use of first 3 years of Intermediate Program • Optional use of next 4 years of Intermediate Program	• Begin use of full Intermediate Program • New report and permanent record cards required

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine transition needs between programs • Apply and use appropriate software for student records • Determine staffing and resources needed • Implement student record policy • Develop school policy • Counsel students regarding Intermediate Program	• State operational policies • Determine staffing budget • Determine space needs • Develop timelines for school and district activities • Set district policy regarding student records • State district policy • Plan the organization and delivery of in-service education and training at local and district level	• Collaborate in the planning, organization, and delivery of in-service education and training at local and provincial levels through EAC • BCPVPA - articles, conferences, administrator surveys and follow-up, handbooks, facts sheets • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs
• Interpret and apply district and Ministry policy • Develop plan to ensure professional readiness for program delivery • Develop appropriate strategies to ensure learner-focussed classroom programs • Participate in selection of resources	• Develop district policy • Assist schools in readiness activities • Develop appeal procedures • Establish procedure to select appropriate resources to complement program needs	
• Develop comprehensive plan of action for all staff • In-service assessment practices • Implement new report cards and permanent record cards • Review report card format to determine any need for local modification	• Develop policy procedures • Review report card format to determine any need for local modifications	
• Participate in wide range of activities to prepare to implement Intermediate Program • Help trainees and new teachers understand Primary Program and transition issues • Help trainees and new teachers understand Intermediate Program • Plan follow-up activities for staff training • Sponsor community information sessions and parent information sessions	• Implementation planning • Planning and resource allocation for professional preparation at district level • Assist professionals to schedule and to attend implementation activities in support of new initiatives • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Use exam results, other assessments and surveys to review implementation • Provide sponsor teacher support to student teachers	

GRADUATION PROGRAM (See pp. 14-15 of POLICY DIRECTIONS)

GOAL

Reinforce the goals of education as reflected in the *Mandate Statement*, and expand the range of choices available to students. Assist each learner to approach the "educated citizen" ideal to the maximum extent possible.

TIMELINE

Spring 1990

- Over-all program structure and procedure for further development announced
- "Beginnings" conference
- EAC review of draft
- Lead schools identified

Summer 1990

- Regional Summer Institutes

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
ORGANIZATIONAL FACTORS • Graduation Program • Entry • Staffing • Facilities • Business, labour and community links • Different models for graduation • Student record system • Policies for credentialling	• Set provincial policy in consultation with EAC • Set graduation requirements for Graduation Program with 2 year lead time for implementation • Set policy regarding entry • Review staffing funding in Fiscal Framework • Liaison with Ministry of Advanced Education, Training and Techology regarding facilities • Set general guidelines for business and community liaisons • Provide general support for classroom student evaluation and funding for computers
PROGRAM • Nature of program • Common curriculum/electives • Resources	• Set provincial policy with EAC • Develop documents • Selection of recommended resources
ASSESSMENT • Provincial exams and scholarships • Report cards and permanent record cards • Item banking	• Develop overall assessment policy for program • Develop learning descriptors and establish signposts • Provide materials in support of sound assessment practices • Develop report cards and permanent record cards • Broaden scope of exams to reflect new graduation requirements
IMPLEMENTATION • Professional preparation for program • Information to community and pupils • Universities	• Develop a provincial information program including video, pamphlets, summer institutes, regional meetings • Work with universities for training and re-training of teachers • Support district programs • Assist to develop video and pamphlets and hold sessions for implementation leaders to present to community and pupils • Articulate entry to further training/world of work • Consult with Independent Schools • Collect follow-up information on graduates • Develop communication links with various components in Graduation Program

Fall 1990	Spring 1991	1991/92	1992/93	1993/94
• Field discussion of program structure • Implementation begins in lead schools • District initiated seminars • New report cards in the program structure document may be used • Communications links in place	• Program structure finalized • Graduation requirements finalized	• Continued introduction of new program • Sciences and Fine Arts common curriculum component available for optional use • New report and permanent record cards available for optional use	• Continued introduction of new program • Humanities and Practical Arts common curriculum components available for optional use	• Begin use of full Graduation program • New report and permanent record cards required

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine entry needs and requirements • Select appropriate application software for business and community liaison and for student records system • Participate in district consultation processes • Counsel students regarding Graduation Program • Determine structure and program offerings • Apply district entry policies • Determine staffing needs • Plan for business, labour, community involvement, and oversee student/business placements • Implement new student record policy	• State operational policy • Develop timelines for school and district activity • Plan programs to enable students to meet graduation requirements • Develop policy regarding movement into Graduation Program • Develop local policy on staffing • Set policy on district facility use • Set district student record policy • Plan for business, labour, community involvement • Establish district policies regarding computer software and systems	• Plan the organization and delivery of in-service education and other strategies at local and provincial levels • BCPVPA - Awareness Conference (May 1991), articles, administrator surveys and follow-up, handbooks, fact sheets
• Review program direction and participate in selection of resources	• Establish local guidelines on programs • Establish procedures to select appropriate resources	
• Follow-up activities and interpretation to parents • Implement assessment procedures and selected materials for exams and scholarships • Implement report and permanent record cards	• Implement any policies needed at district level to support provincial exams and scholarships • Plan for ongoing communication of program results • Encourage/facilitate local adoption of report and permanent record cards	
• Participate in wide range of activities to help professionals prepare to implement the new initiatives • Plan follow-up activities for staff training • In cooperation with district level, sponsor community information sessions and parent information sessions • Utilize provincial organizations to assist in implementation process • Maintain communications links between component parts of the program	• Implementation planning • Planning and allocation of resources for professional preparation at district level • Assist professionals to attend implementation activities, and by agreement allocate non-instructional days for district in support of new initiatives • Provide sponsor teacher support to student teachers • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Use exam results, other assessments and surveys to review implementation • Utilize provincial organizations to assist in implementation process • Maintain community links between component parts of the program	• College of Teachers to discuss certification procedures • Maintain communication links between component parts of the program

ACCOUNTABILITY (See pp. 15-16 of POLICY DIRECTIONS)

GOAL

Provide the local community and the public at large with information describing the progress of schools in relation to the Goals of Education. Assist schools, districts and the Ministry to plan and implement change.

TIMELINE Spring 1990

- Learner Profile System (primary) finalized
- Student data system (demographic information) developed

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
PROGRAM OVERVIEW	• Publish overview document
SECONDARY ACCREDITATION • Produce revised booklet focusing on learners (6 year schedule) • Create a booklet to reflect Curriculum organized around Humanities, Sciences, Fine Arts and Practical Arts	• Review quality and effect of school improvement plans 1990-92 • Prepare booklet • Conduct training sessions for teams and school principals • Provide data on student performance • Revise process to reflect Intermediate and Graduation Programs
ELEMENTARY ACCREDITATION • Produce a booklet focused on learner • Implement 6 year cycle (91/92) • Revise booklet to cover Primary Program • Revise booklet to relate to first part of Intermediate Program organized around Sciences, Humanities, Fine Arts and Practical Arts	1988-91 • Produce booklet • Manage pilot programs • Develop schedule for accreditations • Review quality and effect of school improvement plans • Conduct training sessions for teams and school principals • Provide data on student performance • Revise process to reflect Primary and Intermediate Programs
MINISTRY REPORTS • Annual Report • Education Facts • International comparisons • Report on teacher supply and demand	1988-91 • Will produce reports on time • Focus on goals and attributes • In addition to intellectual outcomes, add information about learning objectives for Primary, Intermediate, and Graduation Programs • Plan for continued revision and improvement • Shift to include goals and attributes as well as costs • Continue to participate in international comparisons
DISTRICT REPORTS • Report to taxpayers and parents • Report for professional staff	Commence 1989-90 • will provide data about school district achievement of goals and attributes • Will assist demonstration projects to develop products and processes

Fall 1990

- Revised elementary accreditation program in place
- School district Annual Report published
- Learner Profile system optional use begins

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
	• Develop timelines for school and district activities	
• Familiarize themselves with process • Assemble data on student performance • Ensure self-studies are prepared • Take part on accreditation teams • Collect data on student performance • Ensure school improvement plans are implemented	• Ensure improvement plans are implemented • Ensure schools are accredited on schedule and improvement plans implemented • Take part on visiting accreditation teams • Pay for visiting accreditation teams • Feedback	• Plan the organization and delivery of in-service education at local and provincial levels • EAC discussion regrading accountability process • BCPVPA - Solutions '90 Summer institutes focussed on accreditation, national school improvement conference (1993), seminars on school reports, research
• Prepare self-assessments • Collect data about student performance • Develop school improvement plans and implement	• Assist schools to participate in voluntary accreditation process • Take part on visiting accreditation teams • Pay for visiting accreditation teams • Feedback	
• Use reports as a guide to school improvement consistent with mission, goals and attributes	• Provide data as required • Use reports as a guide for planning	
• Use reports as a guide to plan and manage	• Assemble required data; produce Annual Reports focused on goals and attributes and which include follow-up actions; also include public reaction to report, and reflect in planning process • Devise procedures which ensure appropriate involvement of staff, parents, pupils and the community • Make district Annual Reports available to these communities; copy of annual report to Minister • Use reports to plan and manage	

➡ Continued ➡

ACCOUNTABILITY (Continued)

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
SCHOOL REPORTING • Prepare information files to assist schools	Commence 1989-90 • Assist schools with purchase of computer hardware and software to manage required information and which can also generate required information • Provide assessment tools to broaden existing set of tests

RESEARCH PROGRAM
• Data collection and reporting system
• Develop research agenda to support Policy Directions
	• Commencing 1989-90, research to deal with:
	  • teacher supply, turnover and demand;
	  • student retention: by district , by ethnic group, by gender;
	  • student performance
	  • follow up of students who leave the school system
	• Gender equity and multiculturalism issues to be incorporated into overall research plan
	• Commence a research grant program focussed on key topics such as
	  1. Primary Program
	  2. specification of learning outcomes; and
	  3. item banking
	• Introduce student-based demographic information system: for Sept. 1989 district may EITHER submit student level data OR submit base enrolment information and follow up with student level data by Feb. 1, 1990

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Maintain communications with school communities, perhaps through a report on school activities • Devise plans to improve school's ability to reach students, based on assessment of school's performance	• Board guideline and policies on school reports to the community • Encourage production of school reports • Encourage schools to take appropriate action in response to reports	
• Participate in collaborative research projects • In 1989/90, report basic demographic and enrolment data about each student • Ensure school-based administrative systems support the learner-based profile system	• Facilitate research projects in districts • Confirm demographic and enrolment data reported by schools • Ensure school-based administrative systems support the learner-based profile system	

TEACHING PROFESSION (See pp. 16-17 of POLICY DIRECTIONS)

GOAL

Reinforce the position that teaching is a worthy profession that is accorded respect and support. Recognize excellence in teaching. Increase the supply of qualified teachers.

TIMELINE Spring 1990

- Establishment of committee to develop materials and criteria for awards
- Awards given to outstanding educators
- College of Teachers review initiated

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Status of teaching • Teacher awards • Teacher education programs • Forgiveable loan program • Rural teacher education fund • College of Teachers: follow-up	Status of Teaching • General discussion with EAC on status of teaching profession and long-term plan for in-service education and training (Fall 1990) • Discussions to be held with the College of Teachers, BCTF and other groups to clarify role of these organizations with respect to individual professional development of teachers Awards • Confer and recommend plans to stakeholders • Ministry-initiated advisory committee (public and independent schools) develops criteria (Spring 1990) • Materials developed (Spring 1990) • Awards made (Spring 1990) Teacher Education Program-Increase Supply • Ministry identifies priorities • Faculty proposals covering 1989-90 and 1990-91 • Due attention to placement and supervision of student teachers and collaboration with school districts • Ministry of Advanced Education, Training and Technology, and the Ministry of Education decide allocations • Funds provided to universities Foregiveable Loan Program • List of qualifying districts reviewed annually • Program implementation continued • Loan repayments made (June 1990) Rural Teacher Education Fund • List of qualifying districts reviewed annually • Call for consortia proposals (1990-91) • Allocations approved by Ministry of Education and Ministry of Advanced Education, Training and Technology Government Communication to College • College of Teachers considering government Policy Directions dealing with admission qualifications and for continuing certification

Fall 1990

- College of Teachers data collection, literature reviews, and survey
- EAC review of status of teaching; long-term plan for in-service education and training

1991

- College of Teachers review of Teacher Education completed

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Assist first year teachers in transition to professional life • Encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards	• Develop timelines for school and district activities • Encourage schools and teachers to accept student teachers • Ensure teachers and recruits in rural areas understand loan options • Work with colleges and universities to develop consortium proposals, and if approved, assist in delivery • Coordinate first year teaching assignments to enhance transition to professional life • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards • Support the planning and coordination of professional training of prospective teachers	• Plan the organization delivery of in-service education at local and provincial levels through EAC • Develop long-term plan for education and in-service training • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspect and rewards • BCPVPA - pre-service training for administrators, continued development of administrator training programs • BC College of Teachers conducting full review of Teacher Education Programs • BC Universities assist in review of Teacher Education Programs

NATIVE EDUCATION (See p. 21 of POLICY DIRECTIONS)

GOAL

Increase the relevance and responsiveness of the school system to Native students. Increase awareness of Native culture among all students. Help to ensure that Native children retain and preserve their linguistic and cultural heritage. Help to ensure parity of achievement for Native students in the public school system.

TIMELINE

Spring 1990

- Establish review committee of new Native Studies curriculum

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Develop policies • Develop a long-term plan for Native education • Fund special grants for the development of language and culture programs • Provide increased funding to districts • Develop new programs to increase the awareness of all students about Native history and culture	1990 • Develop long-term action plan in partnership with First Nations Education Secretariat • Information to school districts and bands regarding local education agreements • Cultural awareness training for teachers - position paper jointly with the First Nations Education Secretariat re cultural awareness training in teacher preservice - in cooperation with Native Indian Teacher Education Program (N.I.T.E.P.) provide regional in-service to schools on cross cultural awareness - begin funding to boards for workshops on Native issues • Establish terms of reference for new Native Studies curriculum at the graduation level and request proposals • Determine appropriate counselling needs for Native students • Provide scholarships enabling Native students to attend the Rural Alaska Honours Institute • Ongoing infusion of Native history and culture into provincial curriculum: - thematic unit on Native Indians for the primary program - First Nations history and culture and views reflected in the draft intermediate and graduation documents - provide a resource book for full day entry level primary programs for Native students • Pilot testing of a generic language model for the instruction of Native languages • Pilot the use of technology for the development, enhancement and instruction of Native languages with the Education Technology Center and selected Native language groups • Ensure the student level data collection system will provide information for the development and improvement of programs for Native students. • Provincial examination and assessments will be reviewed for cultural bias - review special education identification and assessment procedures for cultural bias - pilot with selected school districts and Native communities annual reporting models which would incorporate indicators of success for Native students • Establish a clearning-house for locally developed Indian education curriculum resource materials in an outside agency 1991 • Refinement of the Native Generic Language model • Work with the Ministry of Advanced Education, Training and Technology and the First Nations Education Secretariat to develop a transition program to post-secondary programs for Native students • Develop a strategy paper in consultation with First Nations on the accreditation of Native Language instruction • Review the Master Tuition Agreement • Response draft of new Native Studies program distributed to field

Fall 1990	1991	1992
• Develop student level data collection • Culture awareness training for teachers	• Policies on Native language requirements phased in • Native Studies curriculum implemented	• Accredit Native language courses

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Become involved in culture awareness training • Use, when appropriate, locally developed Indian education curriculum resource materials • Review classroom practices and increase awareness of all students about Native history and culture • Review school practices • Increase staff/student awareness of Native history and culture • Become involved in culture awareness training and activities • Review results of Native students on evaluations and develop action plans	• Develop timelines for school and district activities • Review district practices and policies • Encourage the development of new programs to increase the awareness of all students about Native history and culture • Reallocate resources • Where there is local agreement, establish contracts with Bands and Councils • Establish Advisory Committees to develop/review district policies	Native Education Advisory Committee: • Assist in the planning and delivery of in-service education at local and provincial levels • Assist in policy development and long-term planning • BCPVPA - develop awareness module and offer seminars for administrators

SCHOOL DISTRICT OPERATIONS (See pp. 21-22 of POLICY DIRECTIONS)

GOAL

Continue to assist and improve existing school district operations. Increase the involvement of parents.

TIMELINE 1990-91

- Develop policies and activities for implementation training for rural trustees and district staff
- Finalize district policies for Parent Advisory Committees; publicize successful models

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Parent and Community Advisory Committees • Conflict of interest legislation developed • Implementation training for small school district trustees and staff • Implementation of the new *School Act*	• Identify and publicize successful models of Parent Advisory Committees • Develop, in consultation with stakeholders, plans regarding implementation training for trustees and district staff, especially in small school districts • Organize a two day conference for trustees and district staff in small school districts relative to the new *School Act*

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Forge new partnership with parent community and facilitate establishment of Parent Advisory Committees • Share successes with colleagues both formally and informally • Work with administrators to coordinate messages to parents and community	• Develop timelines for school and district activities • Create Parent Advisory Committees as outlined in the new Act • Share successes with colleagues both formally and informally • Work with administrators and school personnel to coordinate messages to parents and community • Develop policies for the regular evaluation of exempt employees • Develop in-service activities for employees and others related to the implementation of the new *School Act*	• Continue planning and implementing new policies and guidelines for Parent Advisory Committees • Continue to organize and assist in the delivery of implementation training programs for trustees and administrators, especially in small districts • Continue to plan awareness activities related to implementation of new *School Act* • BCPVPA - meet with some presidents of Parent Advisory Committees and plan joint seminars with principals • BCSTA seminars for new trustees

GENDER EQUITY (See p. 23 of POLICY DIRECTIONS)

GOAL

Achieve gender equity in curriculum and learning materials. Achieve equity in policies and practices in the education system.

TIMELINE Spring 1990

- Advisory Committee appointment
- Review staffing practices
- Bursary program developed and bursaries distributed
- Planning and Surveys

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Curriculum and learning materials • Hiring/promotion practices • Leadership programs	SPRING 1990 • Establish Advisory Committee for Women's Programs Curriculum & Learning Materials: • Begin work with school districts to develop training plan for encouraging girls to enter non-traditional occupations • Planning and sponsorship of workshops to encourage participation of girls in mathematics and sciences • Survey availability of training materials on eliminating gender bias in teaching. Make available to districts Leadership Program: • Develop guidelines for bursary and initiatives programs in school system • Designate at least two existing positions as bridging positions within the Ministry. (Annual) Hiring/Promotional Practices: • Identify exemplary policies/practices in school system to promote gender equity • Encourage Boards and provide assistance to them to redress problems of gender equity through innovative projects. (Project this initiative for 5 years) FALL 1990 Curriculum & Learning Materials: • Develop plan to provide assistance to School Boards to review non-fiction library holdings • Develop student information about non-traditional career opportunities • Develop guidelines for curriculum committees on removal of gender bias in curriculum content and teaching practices • Ensure gender balance on curriculum committees • Work with curriculum committees (ongoing) • Review action plans based on new data and progress toward goals • Review provincial assessment materials to eliminate gender bias • Prepare information packages for school districts 1991 • Participate in joint CMEC/Ministers in Charge of Status of Women meeting • Prepare major report of progress toward goals in time for meeting • Review & revise bursary and initiatives programs in light of results. • Establish new goals as needed • Issue revised plan if required • implement

Fall 1990

- Plan for review of non-fiction holdings in libraries
- Guidelines and information issued
- Ministry review of processes and practices

1991

- Major report of progress
- Revise goals

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Review staffing allocations to ensure gender equity • Review student management procedures to ensure gender equity • Become more informed regarding non-traditional career options • Review teaching practices to ensure they are gender equitable • Review non-fiction library materials and acquisitions for gender bias	• Develop timelines for school and district activities • Review hiring and promotion practices in regard to gender equity • Examine female to male ratio of counsellors, school and district administrators and teachers by grade and subject • Monitor and report gender-related data in the annual report • Review non-fiction library and acquisitions for gender bias • Adjust expenditures to reinforce initiatives	• Plan and assist delivery of programs at local and provincial levels • Develop programs to reinforce initiatives • BCPVPA - gender equity committee to encourage women to enter administration, to counter role stereotyping, to collaborate with BCTF on bursaries, including support and training

ESL/MULTICULTURALISM/HERITAGE LANGUAGES (See pp. 23-24 of POLICY DIRECTIONS)

GOAL

Curriculum and programs will respond to growing cultural diversity of learners. Cultural understanding and respect among students will be promoted. All students will understand the values of their cultural heritage and be prepared to contribute to Canadian society.

TIMELINE Spring 1990

ESL
- Establish policy
- Seek increased ESL funding from Federal government
- Implementation workshops for ESL resource book

MULTICULTURALISM
- Initiate sharing network re programs and materials, in-service for counsellors
- Publish Multicultural Education and Race Relations Guidelines

HERITAGE LANGUAGES
- Develop Guidelines at primary and early intermediate level

MAJOR COMPONENTS	MINISTRY TASKS
ESL	Policy Development • Review E.S.L. Policy (Spring 1990) • Develop coordinated approach with other Ministries in dealing with organized gang problem (Spring 1990) Curriculum Development • Develop E.S.L. Curriculum Guides (Spring 1990) Curriculum Resources • Revise E.S.L. Resource Book (Spring 1990) • Review and select curriculum resources for E.S.L (Fall 1990) • Conduct implementation activities (1990-1991) • Produce learning materials (1990-1992) • Select and develop materials for E.S.L. student assessment (1991-1992) Interministerial Cooperation • Develop coordinated approach with other Ministries in dealing with organized gang problem (Spring 1990) • Develop coordinated presentations with other Ministries to seek additional federal funding for E.S.L. (1990-1991)
MULTICULTURALISM	Policy Development • Establish Multicultural Education and Race Relations Guidelines (August 1990) • Establish an initial working relationship with other Ministries in order to identify and address race relations issue (May 1990) Curriculum • To develop an issue paper and to establish a consultative procedure between Modern Languages and Multicultural Programs Branch and Resources Branch regarding Multiculturalism (April 1990) • Circulate information about exemplary Multicultural Programs and materials to school districts (March 1990) • Circulate information about exemplary Multicultural and Race Relations Policies to school districts (September 1990) • Develop a video tape on Multiculturalism (February 1991) • Develop and distribute Multicultural Week activities and materials to school districts (January 1991) In-service • Establish a network for implementing Multicultural Education, Race Relations and Cross Cultural Communication Workshops (February 1990) • To address the issue of assessment and placement of minority students by providing in-service relevant to counsellors needs (June 1990)

Fall 1990	1991
• Identify and produce learning materials	• Pilot of learning materials • Assessment materials for ESL students
• Information to districts	• Multicultural Week activities and materials • Guidelines on employment equity
• Network for district level in-service	• District pilots funded

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Participate in in-service • Review school practices • Share information regarding exemplary programs with colleagues	• Develop timelines for school and district activities • Participate in in-service • Review district policies • Support innovative projects	• Plan and actively assist delivery of quality programs at local and provincial levels
• Become involved in in-service opportunities • Incorporate multicultural and race relation ideas in classroom programs • Develop school policies regarding multiculturalism and race relations education • Review school practices • Share information regarding exemplary programs with colleagues	• Develop timelines for school and district activities • Develop district policies regarding multiculturalism and race relations programs • Review hiring and promotion practices for teaching and non-teaching staff to address employment equity practices • Support innovative projects in district	• Plan and actively assist delivery of programs at local and provincial levels • BCPVPA - develop awareness modules and offer seminars to administrators

MAJOR COMPONENTS	MINISTRY TASKS
HERITAGE LANGUAGES	Policy Development • Develop Heritage Languages Guidelines at the primary and early intermediate years (August 1990) • Allocate monies to school districts for pilots (April 1991) Curriculum • Assist School District Curriculum Committees in developing Heritage Language pilots (April 1991 - August 1991) • Provide assistance to Heritage Language pilot programs (September 1991) • Develop a plan to evaluate pilot programs (January 1992 - June 1992) In-service • Establish a network for providing Heritage Languages in-service at the district level (September 1990)

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Review guidelines • Develop pilots and apply for resources • Provide assistance to pilots • Evaluate pilots	• Develop timelines for school and district activities • Review guidelines • Develop pilots and apply for resources • Provide assistance to pilots • Evaluate pilots	• Plan and actively assist delivery of programs at local and provincial levels

SUPPORT SERVICES TO CHILDREN (See p. 22 of POLICY DIRECTIONS)

GOAL

Assist students to attain their maximum potential through the provision of support services, as necessary, through the efforts of the appropriate Ministry.

TIMELINE Spring 1990

- Protocols published and budgets adjusted
- Service delivery arrangements negotiated
- Regional orientation workshops for protocols
- EAC review of protocols

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Implementing protocols • Expand programs of Ministry of Health and Ministry of Social Services and Housing for school support, contingent on available resources and qualified personnel • Additional resources for Ministry of Education as required by protocols, contingent on available resources and qualified personnel • Develop resources for curricular adaptations for special needs students • Inter-agency efforts to increase supply of trained professionals • Annual Report	Spring 1990 Protocol Tracking & Refining: • Issue protocols to field (under way) • Inter-ministerial meetings on zonal basis to review implications • Establish responsibilities in MOE for protocol tracking • Organizational linkages for purposes of tracking between Ministries • Begin review of Auditory Training agreement with Ministry of Health • Review internal technology provision mechanisms and recommend policy position • Complete draft of Ministry Guidelines for Special Education programs • Identify data collection elements to assist with protocol tracking Adapted Curriculum & Materials: • Select adapted resources for Primary Implementation (under way) • Develop resource book for adapted play areas (under way) • Revise resource books for visually impaired & hearing impaired in regular classroom (nearly complete) • Begin work with Intermediate & Graduation teams on adaptations in foundation documents (under way) • Complete Rehabilitation Resources Manual • Pilot School-Based Team training model - 2 regions Summer 1990 Protocol Tracking & Refinement: • Review impact of in-class support protocol in light of Fiscal Framework revisions • Develop recommendations on FF revisions for 1991-1992 as needed Curriculum & Learning Materials: • Implement Rehabilitation Resources Manual • Implement resource books: Adapted play, visually impaired, hearing impaired child in regular class • Begin Resource Book - Speech & Language Services in School Settings development • Review adjudication process for examinations Annual Report: • Prepare report on tracking impact of protocol agreements (ongoing) Fall 1990 Protocol Tracking & Refinement: • Revise mandate for SET-BC to incorporate other low-incidence technology services Adjust budget as required • Review data collection process for tracking & revise as necessary (ongoing) Curriculum & Learning Materials: • Begin adapted PE in curriculum revision of practical arts strand • Develop Resource Book - School Psychology 1991 Curriculum & Learning Materials: • Dependent on Curriculum Development schedule • Implement School Psychology and Speech Therapy Resource Books Protocol Tracking & Refinement: • ongoing cycle Budget Review & Revision: • ongoing based on protocol implementation data

Fall 1990

- District and regional inter-Ministry committees established and monitoring service delivery

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Review classroom practices • Assess special needs of students, and program assistance required • Participate in pilot programs • Co-ordinate provision or school-based services • Participate in implementation activities	• Develop timelines for school and district activities • Review agreements for local implications • Prepare budgets to reflect obligations under protocols • Review functioning of local IMCC's • Develop policies & procedures to ensure co-ordination in service delivery • Develop local reporting mechanisms • Enable participation in pilot training • Enable participation in implementation activities • Provide data as requested	• Plan the organization and delivery of in-service education at local and provincial levels • Ensure articulation with district initiatives and programs • Review direct services provided by provincial groups • Plan in-service education at local and provincial levels • Review direct services provided by Provincial groups • Ensure articulation with district initiatives and programs • Support implementation activities

FUNDING AND TAXATION (See pp. 24-25 of POLICY DIRECTIONS)

GOAL

Funding and taxation policies will be fair and equitable and will be consistent with funding for colleges and universities. School facilities will reflect the changing requirements of the learning environment.

TIMELINE Spring 1990

- Block funding announced
- Capital funding program announced
- Field meetings to review announcements (Feb. 23 - Mar. 15)

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Funding system • Taxation system • Capital funding program	1990-1991 Fiscal Year • Implement block funding system - announcement and field meetings • Refine block funding distribution mechanism • Continue to ensure taxation system reflects equity and fairness • Implement 5 year capital planning process Long-term financing beginning 1991-1992 • Improve equity of distribution of block funding • Improve equity of tax burden • Encourage flexibility to promote effective utilization of school facilities Long-term facilities beginning 1991-1992 • Develop, with school districts, a program to respond to the deteriorating condition of the large number of schools built in the immediate post-1945 period

Fall 1990	1991/92
• EAC review of education finance policies • Government reviews funding and taxation policies	• Refinements to block funding system introduced • Further improvements to taxation system introduced if necessary

SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Implement block funding system • Advise Ministry on refinements to block funding distribution mechanism • Implement 5 year facilities management process • Participate in consultation with Ministry • Participate in development of program to respond to the deteriorating condition of the large number of schools built in the immediate post-1945 period	• Advise Minister on finance and taxation issues

HOME EDUCATION (See p. 20 of POLICY DIRECTIONS)

GOAL

Enable and assist parents to school their children at home if that is their desire, while at the same time attempting to protect the interests of these learners by requiring them to "register."

TIMELINE Spring 1990

- New policies and procedures in place

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • All students register with appropriate school • Non-registered students may be reported under new *School Act* • Educational services available on request • .25 FTE funding to district of registering school or .25 FTE funding of independent school's per pupil grant	• Data collection system operational • Funding system operational FALL 1990 • Review data and funding systems after first year of operations

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Participate in discussions to determine how required support will be offered to home schooling parents • Develop administrative procedures, in consultation with district officials, teachers and interested parents and/or community members, for home-schooled students • Develop communication plan in consultation with district staff and parents	• Develop timelines for school and district activities • Develop district policies and procedures • Develop and implement communication plan which stresses benefits of cooperation and involvement • Districts advertise in papers/radio to alert all home school students that they must register - where and how	

INDEPENDENT SCHOOLS (See pp. 18-20 of POLICY DIRECTIONS)

GOAL

Parents will have the opportunity to exercise their right to enrol their children in an independent school.

TIMELINE 1990

- New policies and procedures in place
- Establish student record depository

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • All schools register with Ministry • Provide data as required by Ministry • Access to authorized provincial learning resources • New funding categories	• Continue consultation process (ongoing) • Establish student records depository • Review implementation of the *Act* and *Regulations* • Review bonding regulations • Review *Independent School Act* re: implications of block funding, referenda, etc.

- Independent Schools Branch to develop, in consultation with the Federation of Independent School Associations, policies regarding new requirements

COMMUNICATIONS

GOAL	TIMELINE	Fall 1989
Public understanding of the quality of educational service will be improved and public willingness to support it will be reinforced.		Prepare communication strategy and establish communication processes and activities in consultation with stakeholder groups. The objective will be to build effective communications between stakeholders and with the public at large about the positive activities taking place in the school system

MAJOR COMPONENTS	MINISTRY TASKS/PROVINCIAL ORGANIZATIONS
ORGANIZATIONAL FACTORS • Audience • Tools • Themes • Major Communicators	• Begin development of joint communication plan, including goals and purposes • Identify audience: e.g. public, teachers, parents, principals, district staff, trustees, business, labour, students, Native Indians and seniors • Develop themes: e.g. focus on the learner, planning for the 21st century, cooperation and consultation, commitment, and systematic planning • Select tools: e.g. circulars, newsletters, newspapers, television, letters, conferences, meetings and community events • Identify communicators: provincial education leaders, business and labour community, provincial organization staff and committees, local leaders and staff • Ensure effective communication within the Ministry and other provincial organizations • Develop communications process between stakeholder groups • Develop video and/or publications which focus on schools where the Primary Program is being successfully implemented • Consult with stakeholder groups re: Working Plan No. 2 • Continue development of Speaker's Bureau, speaker's packages • Build media pattern focussed on the local level • In late spring begin communication focus on Intermediate/Graduation Program • Re-issue Year 2000 document • Support for teacher/community arenas • Publish a provincial position statement on assessment and accountability • Encourage stakeholder input to the interpretation of the provincial position on assessment and accountability • Emphasize and facilitate effective communication plan for assessment and accountability

Spring 1990

- Develop processes for two-way communication between Ministry and other groups
- Establish network to share and recognize successes
- Monitor effectiveness of communication processes and activities at all levels of the system
- Continue to involve and consult with stakeholders in the adjustment of the communication plan
- Start planning of 1990-91 activities in cooperation with stakeholders

Fall 1990

Implementation of 1990-91 communication activities in cooperation with stakeholders

SCHOOL PERSONNEL	SCHOOL BOARDS	PROVINCIAL ORGANIZATIONS
• Prepare school communication plan with support and assistance from the Educational Innovation Division, Ministry of Education • Assist in development and implementation of a provincial support network • Respond to new program documents and Working Plan No.2 • Staff identified to train for Implementation of Intermediate/Graduation Programs • Update key primary people • Begin network focus on Intermediate/Graduation Programs • Development of teacher/community arenas • Begin field utilization of new assessment and accountability strategies	• Develop timelines for school and district activities • Prepare district communication plan with support and assistance from the Educational Innovation Division, Ministry of Education • Assist in development and implementation of a provincial support network • Respond to new program documents and Working Plan No. 2 • Begin network focus on Intermediate/Graduation Programs • Development of teacher/community arenas • Establish ongoing support for training of educators regarding assessment and accountability • Development of long-range district plans for staff development	• Prepare province-wide communication plans that will enhance networking capabilities and provide encouragement for the identification of accomplishments and recognition of successes • Work with other stakeholders in identifying concerns and information needs that can be addressed through the stakeholder bulletin and other publications • Emphasize the importance of two-way communication between the Ministry and stakeholder groups • Respond to new program documents